

## Inspection report for early years provision

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| <b>Unique reference number</b> | 202770       |
| <b>Inspection date</b>         | 17/09/2009   |
| <b>Inspector</b>               | Lisa Paisley |
| <b>Type of setting</b>         | Childminder  |

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1992. She lives with her family in a house in a residential area in of Rayleigh, Essex. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age group. The childminder walks to local schools to take and collect children. The family has a budgie as a pet.

The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children on outings to the local park and woods. She is a member of the National Childminding Association (NCMA) and an approved childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and safe in the suitably organised environment. Their learning and development is generally supported because the childminder ensures that the children have access to a range of interesting activities and resources. Children are equally valued and respected and the childminder makes certain to meet their individual needs. The childminder successfully works in partnership with parents and is aware of the need to form relationships with other providers delivering the Early Years Foundation Stage (EYFS). Self-evaluation is in place, although not fully established to be meaningful within the provision and ensure that continuous improvements are sustained.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- devise written risk assessment for outings (Safeguarding and welfare). 01/10/2009

To further improve the early years provision the registered person should:

- continue to develop a systematic and routine approach to planning and assessments
- develop further the opportunity for children to find out about the local

community.

## **The effectiveness of leadership and management of the early years provision**

The childminder suitably organises daily routines to ensure that children receive plenty of attention and support. Most of the essential documents to support the efficient and safe management of the childminding service are in place, with the exception of written risk assessments for outings, to fully ensure that children's well-being is further protected. There are policies and procedures to safeguard children and the childminder has a suitable understanding of her responsibilities for protecting children from harm or abuse. Parents are fully informed of her role in safeguarding children. Good standards of cleanliness and effective safety measures are maintained throughout the premises both indoors and outside in the garden. The childminder is vigilant about the security of the children and monitors visitors to the premises.

The childminder is interested in developing her childminding service. A suitable range of resources and activities are deployed to allow children to choose with safety and independence, however, the local community has not been fully explored to use as an additional resource for children's learning and development. The childminder's strengths are recorded on her self-evaluation and areas for further development are generally recognised, although the childminder needs to seek outside advice and support to make effective progress in the childminding.

The childminder establishes effective relationships with parents. Information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding individual care needs and business arrangements. Complimentary verbal comments were made as parents felt that their children were safe, valued as individuals and that the childminder provided a family environment where children had opportunities to learn. Children do not yet attend any other settings, although the childminder knows to share and gather information about planned activities with other provisions.

## **The quality and standards of the early years provision and outcomes for children**

Children have a very warm and close relationship with the childminder and other family members, as a result they are secure and happy in her care. Children have lots of time to play at their own pace and receive individual attention from the childminder. They are developing a love of books as the childminder sits with children looking at early picture books and stories. Children have good language skills as they are able to sing simple songs, such as 'row your boat' and sentence structure is grammatically correct and clearly spoken. There are trips to the local park and woods, however, the local community is not fully explored as an additional resource for children's learning. The childminder has a good understanding about each child's abilities and what they enjoy doing. She skilfully anticipates and negotiates any behavioural issues and there are clear house rules

to follow. Consequently, children show respect towards each other and care about the environment. A suitable variety of toys and books that show positive images of diversity are in constant use and this increases children's familiarity with different cultures and traditions.

The children take part in interesting planned activities or spontaneous events that broadly support all areas of learning, both indoors and outside. The childminder ensures that play is child-initiated and she is close by to support children in their play. Independence skills are supported, as children are able to select toys and resources. Children have opportunities to problem solve through daily routines, such as counting; matching shapes, colours and puzzles. They particularly enjoy role play with the dolls house and tea set, where children happily make tea for visitors. The childminder has implemented a learning journal and 'children's learning journey' with photographs, pictures and written observations, however, there is no formal planning to use observations to identify learning priorities to ensure that children can make as much progress as they can.

Children develop a safe and healthy lifestyle through their daily routines. Emergency evacuation procedures are in place and a safety talk on outings is included. The childminder has attended first aid training and can deal with minor injuries. The childminder is knowledgeable about individual children's dietary and medical needs and all necessary information is obtained and suitably recorded to further safeguard children while in her care.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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